

Social-Cognitive and Maladaptive Academic Motivation in Secondary Education

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Supported by Dr. Kenneth Austin

“Plant your own garden and decorate your own soul, instead of waiting on someone to bring you flowers.” –Veronica Shoffstall

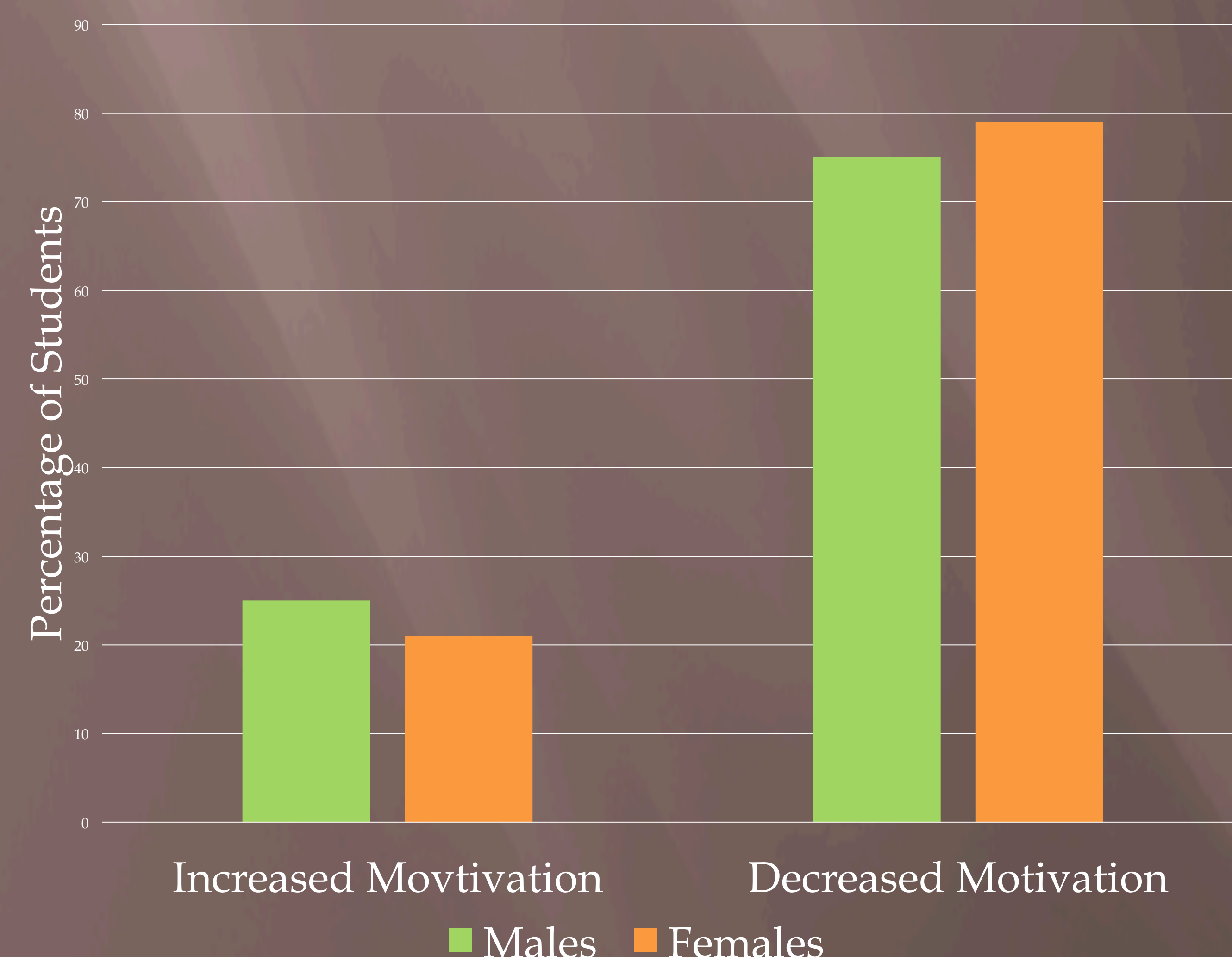
Research Questions

What affects motivation? How are self-efficacy and motivation linked? Do students lose motivation throughout secondary education? Are there specific characteristics that affect students' motivation?

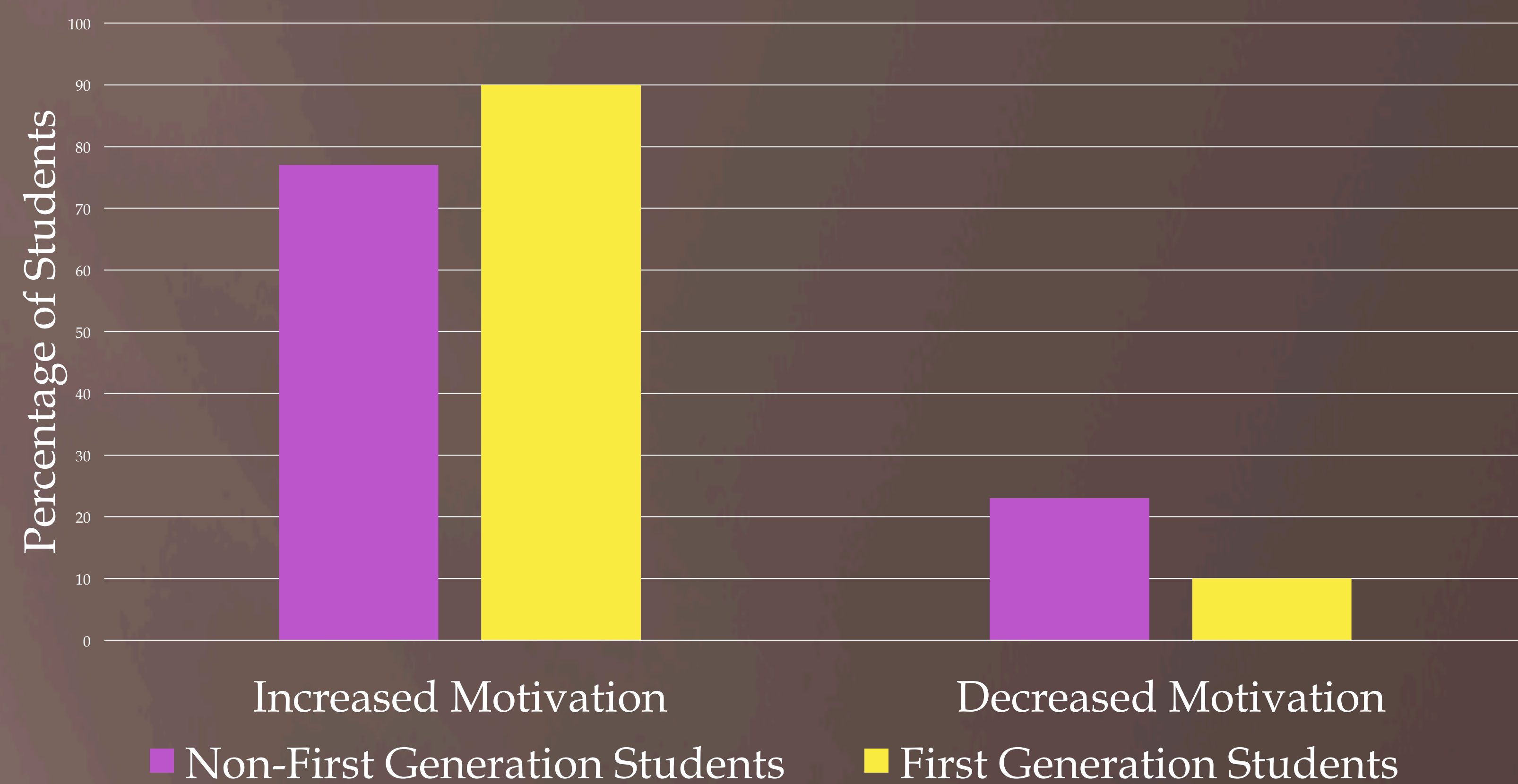
Methodology

Our research was conducted through ten individual interviews and a series of printed surveys in order to gather data in regards to maladaptive patterns in motivation. Survey questions included: Do you feel like your motivation decreased in secondary education?, Did/does your parents' education level affect your motivation negatively or positively?, Who do you think is responsible for students' motivation?, and Did your teachers emphasize autonomy or reaching performance goals?

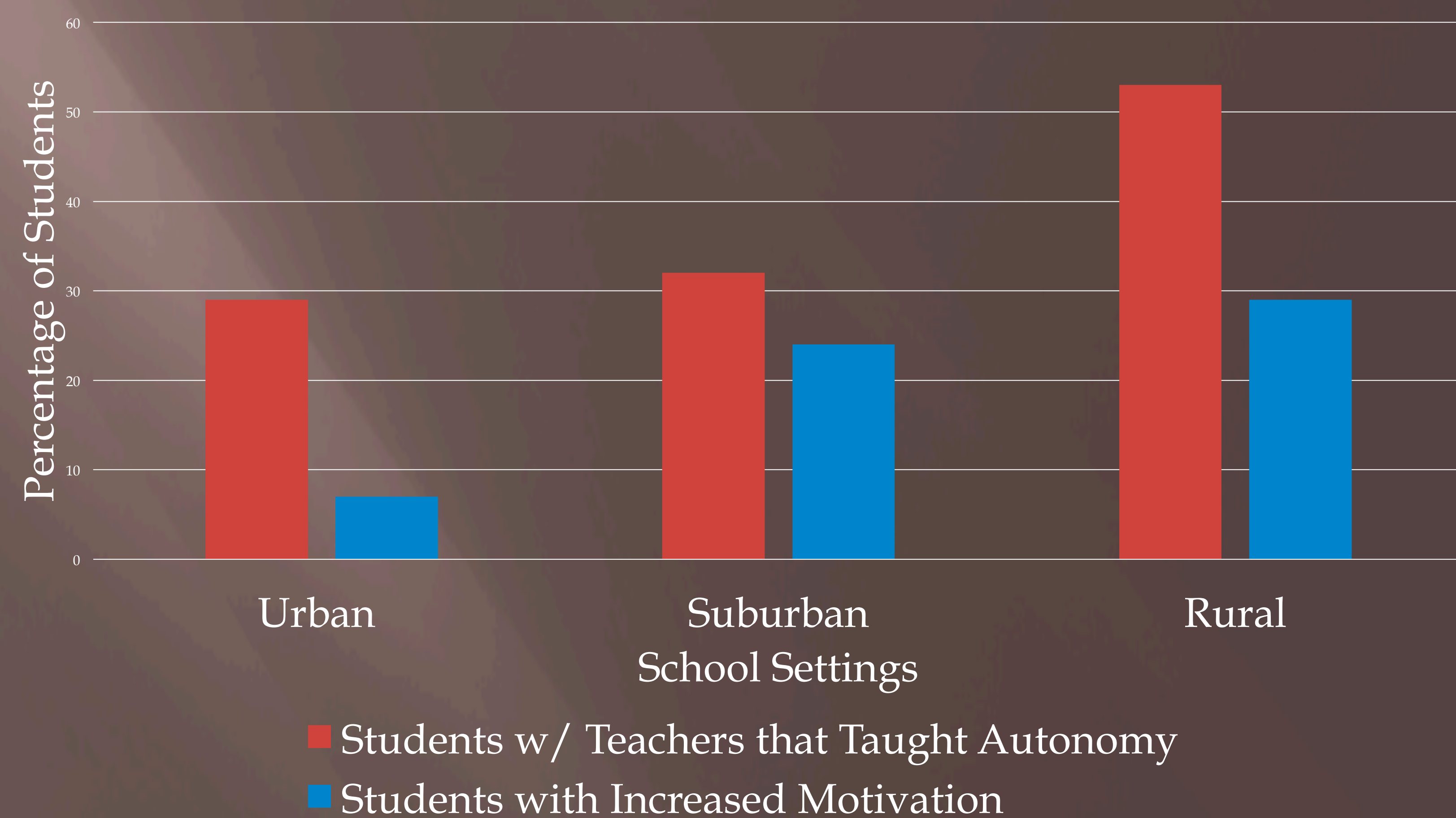
Motivation Patterns in Relation to Gender



Non-First and First Generation Motivation Patterns



Teaching Autonomy In Secondary Education and Increased Motivation



Implications

The overall motivation decreased for students in secondary education. A prevention for this outcome would be for teachers to emphasize autonomy, so that students can be confident being their own individual.

Conclusions

- ✓ Motivation decreased in secondary education for 77% of the surveyed students.
- ✓ Of the 93 students who said their motivation decreased, 63% said social and peer pressure was the leading cause.
- ✓ The largest decrease in motivation among students occurred in urban school settings.